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PHL 202-Introduction to Philosophy: Elementary Ethics- Ray Kempf- Fall 2022

*** Part B: Your Results DIRECTIONS** 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.

Outcome#1 - Ethical Theory Paper - per Part A

Part 1

A-8 B-2 C-1 D-0 F-0

Part 2

A - 5 B -1 C -4 D-1 F-0

Outcome #2 - Moral Dilemmas Final - per Part A

A-7 B-2 C-0 D-0 F-0

Outcome#3 - ILO Cultural Competence - running concurrently this term - per Part A

I don not know where to find my submitted ILO - and it appears that it cannot be located - I do remember that the majority of students accomplished results a accomplished or better so am submitting a spitball 85%

* Outcome #1

Reflect critically upon their assumptions, values and mental models associated with their personal philosophy of life.

* % of students who successfully achieved the outcome (C or above)

95%

* Outcome #2

Apply cognitive competence of the major philosophical thinking on ethical behavior.

* % of students who successfully achieved the outcome (C or above)

100%

* Outcome #3

Recognize and reflect on the interconnectedness of and the historical development of moral ideas in order to be conscious of the historical context of moral argumentation and its significance in our culture and the culture of others.

*** % of students who successfully achieved the outcome (C or above)**

85%

*** ANALYSIS 3. What contributed to student success and/or lack of success?**

Nearly all students succeeded in nearly all tasks that they completed - as an online asynchronous course the biggest struggle was simply students not completing the work, taking the tests or submitting the paper - generally as a result of completely ceasing course login -in at some point

*** 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.**

Overwhelmingly student self assessment of learning and development was generally or in many cases absolutely in line with learning results.

*** 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)**

Yes

*** 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?**

Generally the course seems to be banging on all cylinders - the only recommendations that I think are warranted would involve clearer on-ramps for student success in an online asynchronous format. Some percentage of students (perhaps 15-20%) seem to never engage the online learning process and end up dropping or failing the course. Generally these students struggle to meet expectations from early on in the course and simply don't post and/or fail to complete and submit the first test.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

A required "How to succeed in an online course" primer?

*** 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.**

Not Applicable.

9. Describe how you explain information about course outcomes and their relevance to your students.

I really don't, directly. We cover many of these concepts with varying levels of directness - and they are enumerated in the syllabus and modeled in course content - but outcomes qua outcomes we don't discuss much.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" - Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

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